| ***French Grade 7 Unit 3: Bon Appétit******Weeks 11-15*** |
| --- |
| **Targeted Standards** **Interpretive Mode**7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using  electronic information and other sources related to targeted themes. 7.1 NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate  physical response7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.7.1 NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.**Interpersonal Mode**7.1 NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.7.1 NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in  age-appropriate classroom and cultural activities. 7.1 NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings,  and daily interactions.7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1 NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. **Presentational Mode** 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted  themes to be shared virtually with a target language audience.7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Rationale and Transfer Goals** : All students will be able to use French in addition to English to engage in simple communicative exchange to offer, accept or refuse food. All students will be able to understand and interpret spoken and written language regarding ,food, cuisine, and café culture while gaining an understanding of the perspectives of other global communities. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. All students will master core, high frequency words needed to express ideas that are relevant to their lives in an effort to establish long-term acquisition. More extensive vocabulary will be developed through reading, writing, listening and independent practice in a teacher-facilitated Flipped Learning Environment. Flipped Learning Environment also develops 21st Century Skills and habits of mind by empowering the students to direct their learning at their own pace. |
| **Enduring Understandings:** - Being able to share your opinions and understand the opinions of others is essential to developing relationships.- Food is an essential part of culture around the globe.- By learning about food and attitudes toward it, students will gain deeper understanding of cultural perspectives.- The purpose of language study is to communicate so I can understand others, and they can understand me. Effective communication requires knowing how, when, and why to say what to whom. - Global citizenship requires an ability to communicate in more than one language. An ability to communicate in another language is essential for knowing other people and cultures. - Learning other languages enables an individual to participate in multilingual communities. - An ability to communicate in another language fosters a better understanding of my own language and culture. - Custom and tradition vary within a culture, as well as between cultures.  |
| **Essential Questions**: Why is it important to be able to verbalize likes and dislikes?How is food in French culture similar/different than in the US?How does learning an additional language help you become a global citizen and enhance your own life?What are the skills you need in order to understand or communicate in French?How do the cultures of the world compare to those of the United States?How does the French language compare to American English?What does the study of an additional language and its cultures teach me about myself?  |
| **Content/Objectives** | **Instructional Actions** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** | **Activities/Strategies*****How we teach content and skills*** | **Evidence (Assessments)*****How we know students have learned*** |
| Vocabulary for breakfast and café foodsVocabulary for setting a table Prepositions of placeCultural similarities and differencesAdjectives to describe food How to ask for and give an opinion about foodsHow to inquire about food and place an order/ask about prices/and pay the check (vouloir,prendre,manger,boire)“Super 6” verbs and verb expressions Pronoun recognition in context (Je, tu, il,elle)Interpreting meaning through intonation and visual cuesRecognition of cognates | Identify and use unit vocabulary to describe as well as express opinions about foodTell where something isUse correct pronunciationUse gestures to convey meaningUse context and cognates to facilitate understandingUse tpr to practice and memorize core verbs and expressionsIdentify and describe foodCompare and contrast food in US vs France or other francophone countriesEngage in simple conversationsUnderstand and discuss a story in FrenchMake connections between French and English sentence structures and grammar. | -Total Physical Response (TPR) -TPRS-(Teaching Proficiency Through Reading and Storytelling)-oral/aural, and reading/writing activities. -The French class should be conducted in the target language as much as possible. -Activities should focus on current language acquisition methods and literacy.- Below are some other activities and strategies that can be used:* Interpretive Reading activities
* Lecture Ecriture/Flash Culture sections of Bien Dit Text
* Authentic video presentations
* Personalized Question and Answer
* Predicting stories based on images
* Creating short comic strips
* Choral reading
* Translation activities
* Graphic organizers
* White board activities
* Dialogs
* Projects
* Technology practice through Google Classroom or other web-based “classrooms”
* Games
* Information Gap activities
* Role-play activities
* Interpretation of videos (Allons-y, Bien-Dit Tele-Roman)
 | QuizFormative: Instructional/Assessment FocusStudents will participate in teacher-led conversation providing accurate pronunciation in the target language.Personalized question and answer discussionStudents express opinions orallyWeekly practice quizSummative: Instructional/Assessment FocusIntegrated assessment materials from Bien Dit programReading and listening assessments from I.I. and teacher created |
| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| Vocabulary for breakfast and café foodsVocabulary for setting a table Prepositions of placeCultural similarities and differencesAdjectives to describe food How to ask for and give an opinion about foodsHow to inquire about food and place an order/ask about prices/and pay the check (vouloir,prendre,manger,boire)Interpreting meaning through intonation and visual cuesRecognition of cognates | **Use of everyday language from previous years/units** Greetings, salutations and courtesy expressions Simple classroom “survival” expressionsExpress opinions about people and activitiesDescribe personality and appearance“Super 6” verbs and verb expressions Pronoun recognition in context (Je, tu, il,elle) | **Daily greetings, report, and Q/A, TPR for Super 6, using Super 6 in sentences, interpretive reading** |
| **Career Readiness, Life Literacies, and Key Skills**9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. |
| **Key resources:** Immediate Immersion 1 Stories and PPTsBien Dit Textbook 1a (Ch.6) and onlineWeb-based classroom Google or other Teacher-created resources LaptopsOnline resources Videos and Internet short videos Realia Interactive Smart BoardGames Authentic as well as targeted reading materials |
| **Interdisciplinary Connections:** NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text |

[Faculty may click here to submit a comment, feedback item, or suggestion](https://docs.google.com/forms/d/1SW2D1aDmhBKEISuIBYrSwhGonjUki5g62NgzXqndB6A/viewform?usp=send_form)